



REOL 534: Reading and Writing Readiness in Primary Programs

(3 Credit Hours)

Course Syllabus – Online

Professor: Dr. Rhonda Ann Baldwin

Matrix Connecting Kentucky and University of the Cumberland's Standards to REOL 534

I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
X	X	X	X	X	X	X	X		X	X	X
Standard I	Demonstrates applied content knowledge										
Standard II	Designs and plans instruction										
Standard III	Creates and maintains learning climate										
Standard IV	Implements and manages instruction										
Standard V	Assesses and communicates learning results										
Standard VI	Demonstrates the implementation of technology										
Standard VII	Reflects on and evaluates teaching and learning										
Standard VIII	Collaborates with colleagues, parents, and others										
Standard IX	Evaluates teaching and implements professional development										
Standard X	Provides leadership within the school, community, profession										
Standard XI	Demonstrates behavior supportive of the University's Mission Statement with particular emphasis on the Department's identified dispositions										
Standard XII	Demonstrates behaviors supportive of the Kentucky School Professional Code of Ethics										

Matrix Connecting NETS: National Educational and Technology Standards to REOL 534

I	II	III	IV	V
X	X	X	X	X

- Demonstrate creativity and innovation
- Communicate and collaborate
- Conduct research and use information
- Think critically, solve problems, and make decisions
- Use technology effectively and productively

Unit's Conceptual Framework

The Department of Education at University of the Cumberland has adopted the motto "*Reflective Constructors of Quality Learning Experiences through Critical Thinking*" to communicate the key concepts of the conceptual framework for its professional education programs. The goal is to ensure that candidates become reflective constructors of quality learning experiences through critical thinking based on Christian values, respect for the truth, and concern for humanity. Emphasis is placed on providing experiences that help all students learn. Each certification program is connected to this philosophy as shown in the logo, at the Conceptual, Strategic, Evaluative or Communicative knowledge base.

Course Alignment with the Conceptual Framework: REOL 534 supports the Unit's Conceptual Framework in the requirement that advanced candidates participate in meaningful experiences to develop a set of dispositions, pedagogical strategies, and skills that will enable them to provide instruction in reading and writing to meet the varied needs of diverse learners. The use of critical thinking as well past learning experiences is integral to this course.

Caring, Strong Work Ethic, Critical & Creative Thinking

Academic Expectations covered

- 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
- 1.2 Students make sense of the variety of materials they read.

- 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

EPSB Themes covered: Diversity, Literacy, Closing the Achievement Gap, Assessment

REOL 534: Reading and Writing Readiness in Primary Programs
REOL 534

Professor: **Dr. Rhonda Ann Baldwin**

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Office Hours: **Virtual:** After class, until 10:00

Catalog Course Description: An analysis of methodologies and instructional techniques, applications and methods to the skills and content areas of language arts. 3 semester hours

Further Description: Three emphases will dominate readings and discussions:
(1) developmental stages of reading, writing, and spelling; (2) experiences and factors that stimulate or encourage written language development; (3) strategies, materials, and programs that have proved effective in developing literacy skills among students in early primary grades. The theoretical base will underpin our learning, with best practices comprising our applications.

Learning Activities: This course employs numerous learning experiences including posts to discussion topics; synchronous chat discussions and presentations during chats; reading assignments in the textbooks, plus online articles and web site content; rubric construction; and the application of English Language Arts theory to the development and analysis of the unit lesson plans.

REOL 534 REQUIRED TEXTS and RESOURCES:

- ***Breaking the Code: The New Science of Beginning Reading and Writing*** (Paper) by J. Richard Gentry. Heinemann, 2006. ISBN 0-325-00922-8
- ***50 Early Childhood Literacy Strategies (50 Teaching Strategies Series)*** (Spiral-bound) by Janice J. Beaty. Prentice Hall; Spiral edition, 2004 ISBN-10: 0131181548 , ISBN-13: 978-0131181540
- ***7 Keys to Comprehension: How to Help Your Kids Read It and Get It!*** (Paperback) by Susan Zimmermann, Chryse Hutchins. Three Rivers Press, 2003. ISBN-10: 0761515496 , ISBN-13: 978-0761515494
- **Kentucky Core Academic Standards for English Language Arts (Deconstructed)**
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/English+Language+Arts+Deconstructed+Standards.htm>
- <http://www.readwritethink.org/> teaching resources website of The International Reading Association and the National Council of Teachers of English, part of thinkfinity.org

- thinkfinity.org
- <http://www.reading.org/> International Reading Association
- www.ncte.org National Council of Teachers of English
- www.edutopia.org George Lucas Educational Foundation
- readingrockets.org WETA public television
- <http://www.eric.ed.gov/> ERIC web site
- <http://rubistar.4teachers.org/index.php>
- **Hagan Memorial Library** <http://ucumberlands.edu/library/>

Two good sources for information on preschool literacy practices and a checklist can be found at these two sources:

Preschool Language and Literacy Practices

- By: What Works Clearinghouse, U.S. Department of Education
<http://www.readingrockets.org/article/40574/>
- Fountas via Whiting Student Checklist <http://myspecialneedsclassroom.com/2011/09/11/pre-literacy-skills-formative-assessment-checklist/>

GRADUATE HANDBOOK for UC:

<http://www.ucumberlands.edu/academics/graduate/downloads/GraduateEdHandbook.pdf>

Alignment of Course Objectives, Tasks and Outcomes as related to Standards, Themes and Initiatives
EPSB Themes: Diversity, Literacy, Assessment, Closing the Achievement Gap, School Safety
Kentucky Teacher Standards (KTS); NCTE (National Council of the Teachers of English (NCTE);
International Reading Association (IRA)

REOL 534 Course Learning Objectives Upon successful completion of this course, candidates in REOL 535 will:	Standards (KY) & EPSB Themes IRA/NCTE	IRA Standards (Please see the next page for the full standards)	Learning Tasks /Program Outcomes * = Signature Assignment
Identifying and discussing materials appropriate for emergent literacy among all students, the disadvantaged as well as the privileged	KTS 1 Literacy, Diversity, IRA/NCTE 1, 2, 3, 4, 5, 6, 8, 9, 11, 12	1.1, 1.2, 1.3, 2.1, 2.2, 2.3 4.1, 6.1, 6.2	Cooperative Chats, Readings, Written reflections, Discussion Board
Understanding, appreciating, and communicating the advantages of a balanced approach to emergent literacy	KTS 1, 10 Literacy, Diversity, C IRA/NCTE 1, 3, 4, 5, 11, 12	1.1, 2.2, 2.1, 6.1	Cooperative Chats, Readings, Written reflections, Field experience, Discussion Board
Establishing a literacy-rich classroom environment	KTS 1, 2, 3, 4 Literacy, Diversity, Assessment IRA/NCTE 1, 3, 4, 5, 7, 8, 9	2.1, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4	Field experience, KTIP lesson plans
Employing methodology suitable in the reading/writing readiness classroom	KTS 1, 2, 3, 4 Literacy, C, Assessment IRA/NCTE 1, 2	1.1, 2.1, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4	Field experience, KTIP lesson plans
Providing---and stimulating---opportunities for language development	KTS 1, 2, 3, 4 Literacy, Diversity, C IRA/NCTE 4, 6, 8, 9, 11, 12	2.1, 2.2, 2.3, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4	Field experience, KTIP lesson plans
Utilize the reading and writing standards mandated by the No Child Left Behind (NCLB) legislation, the SPA standards, and the KCAS (Kentucky Core Academic Standards) in developing, implementing, and analyzing KTIP lesson plans;	KTS 1, Diversity, Literacy, C, Assessment IRA/NCTE 1, 2	2.1, 3.1, 3.2, 3.3, 3.4, 4.2	Cooperative Chats, Written reflections, observations, case study* , Chat presentations
Accrue and document a minimum of 5 field experience hours	KTS 1, Diversity, Literacy, C, Assessment IRA/NCTE 1, 2	2.1, 3.1, 3.2, 3.3, 3.4, 4.2	Observations, teaching, written reflections, KTIP lesson plans*
Demonstrate professional, courteous behaviors in all aspects of the course, including developing original products, eschewing plagiarism, adhering to copyright guidelines, maintaining student and colleague confidentiality, and using appropriate language in oral and written communications.	KTS 1 UC 11, 12, IRA/NCTE 11, 12	6.1, 6.2, 6.3	Cooperative Chats, Chat presentations, Readings, Discussion postings, written reflections, field experience

International Reading Association Standards, 2010

The International Reading Association's 2010 Standards for Reading Professionals describes what reading professionals should know and be able to do. The standards describe the literacy process and the teaching proficiencies professionals should possess to effectively apply that knowledge. The following revised Standards for Reading Professionals were adopted by the IRA in 2010, replacing the earlier 2003 revision. With the addition of a new diversity standard, Standards 2010 addresses the urgent need for preparing reading professionals to teach today's increasingly diverse student population.

<http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx>

This course aligns with the following standards from International Reading Association's 2010 Standards for Reading Professionals

IRA Standard 1: Foundational Knowledge <i>Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.</i>	
1.1	Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.
1.2	Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
1.3	Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.
IRA Standard 2: Curriculum and Instruction <i>Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.</i>	
2.1	Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
2.2	Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.
2.3	Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
IRA Standard 3: Assessment and Evaluation <i>Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.</i>	
3.1	Candidates understand types of assessments and their purposes, strengths, and limitations.
3.2	Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

3.3	Candidates use assessment information to plan and evaluate instruction.
3.4	Candidates communicate assessment results and implications to a variety of audiences.
IRA Standard 4: Diversity <i>Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.</i>	
4.1	Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
4.2	Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
4.3	Candidates develop and implement strategies to advocate for equity.
IRA Standard 5: Literate Environment <i>Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.</i>	
5.1	Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
5.2	Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
5.3	Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).
5.4	Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.
IRA Standard 6: Professional Learning and Leadership <i>Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.</i>	
6.1	Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
6.2	Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.
6.3	Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

NOTE: Only Standard 6.4 is absent from this IRA Standards 2010 alignment with ENOL 532. Candidates are encouraged, not required, to join the International Reading Association, their state reading association, and local organizations dedicated to reading research and advancement.

Field Experience:

Field Experience Requirements: **5 hours of field experiences**, including classroom observations and teaching a KTIP lesson plan. **You may only observe literacy lessons and activities because this is a course in English language arts.** **There are differences for in-service and not-yet-teaching candidates. See the specifics below.**

You are to observe the Kentucky Teacher Standards in action during your classroom observations and document them on the **KTIP Observation Form for KTS. BOTH PARTS 1 & 2 must be filled out. This form is in in the IMPORTANT DOCUMENTS folder online.**

The teaching of the KTIP lesson plan must be documented by the teacher in whose classroom you teach. The documentation form is at the end of this syllabus and is also in the IMPORTANT DOCUMENTS folder online.

Candidates who are not currently teaching can plan to accrue **5 hours** with **one** teacher, and teach a 20- to 40-minute lesson in that class at the end – this allows time to observe, get to know the children, and talk to the teacher about what needs to be taught. You may also interview teachers and administrators as part of the field experience hours. See the information at the end of the syllabus about what counts for field experience hours. The classroom teacher must document your teaching of the KTIP lesson and send an email with the form [available at the end of this syllabus and online in the IMPORTANT DOCUMENTS folder] to the professor of the course.

Candidates who are currently teaching accrue **5 hours of field experience** by spending time **with several teachers** and teach a 20- to 40-minute lesson. EPSB policy requires that the field experience observations and KTIP lesson taught **not be at your home school during paid time.** This policy rules out your own classroom and time during planning periods. It also rules out time in an after-school program for which you are paid.

See the information at the end of the syllabus about what counts for field experience hours. In-service teacher candidates who elect to teach more than one 30-minute lesson must document **each lesson** on an individual KTIP form.

You are encouraged to accrue as many field experience hours as possible during your program at University of the Cumberlands. Many of you will work in multiple schools and, perhaps, in multiple states. The more field experience hours you have on your official record the more likely you are to receive certification/endorsement in other states should you relocate. **See the Field Experience information at the end of this syllabus.**

KTIP lesson plan

The KTIP lesson plan must be a 20- to 40-minute lesson plan that is documented on the KTIP form. The time variance depends on the grade level, elementary, middle, or secondary. **Parts A-1, A-2, and Task C must be filled out for this lesson plan.** This form is in the **IMPORTANT DOCUMENTS folder** under the LESSONS tab inside our course online. If you are not yet teaching, it is unlikely that you will find a teacher who will let you come into his or her classroom and teach a lesson of your choice. This means that you will collaborate and develop a lesson plan based on the teacher's needs for the class. Make note of why the lesson is needed, so that you can document it on the KTIP form as a pre-assessment. Also, make provisions to have copies of student work for the teaching and learning analysis (Task C) part of the KTIP form.

More information about the field experience is available in the GRADUATE HANDBOOK for UC: <http://www.ucumberlands.edu/academics/graduate/downloads/GraduateEdHandbook.pdf> and **at the end of this syllabus.**

Failure to complete the field experience hours and the assignment paperwork, providing these documents will result in an F for this class. All documents, including the reflection must be uploaded to your DROPOBOX by the due date. These forms are in the IMPORTANT DOCUMENTS folder online. See the assignment checklist for all due dates.

REQUIRED Field Experience DOCUMENTS:

1. The KTIP Observation Guide for KTS, both Part 1 and Part 2 must be completed.

NOTE: You can observe Kentucky Teacher Standards 1, 3, 4, 5, & 6 during classroom observations. Standards 2, 7, 8, 9, & 10 are learned through interviews with the teachers.
BOTH parts 1 & 2 are filled out for classroom observations.

2. 30 to 40-minute KTIP lesson plan template, A-1, A-2, & Task C in one file
3. Teacher verification form
4. Electronic online field experience form submitted at:
<https://ucmail.ucumberlands.edu/educationforms/>

See the assignment checklist at the end of the syllabus for all due dates.

Remember, the due dates are on the assignment checklist document, and that document is the **final authority for our class**. No questions should be asked in chat regarding due dates of any assignments--check the assignment checklist for the due dates. Conflicts of dates or assignment details should be brought to the professor's attention via email. Again, the assignment checklist document is the **final authority for our class**.

Attendance Policy:

Students are expected to attend every chat of the course, for the entire 90 minutes, except when (1) illness, (2) death in the immediate family, or (3) inclement weather makes Internet access impossible. Keep the professor informed; failure to inform may cost you points.

The attendance policy for the University of the Cumberlands online class allows one absence without penalty. Please logon before the chat starts, so that if there are connectivity issues you can contact technical support before the chat begins.

The instructor views students in REOL 534 as adults and professionals who recognize that course assignments and discussions demand not only their chat attendance but their reactions and queries; active student participation is essential. Being logged in to the chat space does not count as participation. Chats will be interactive with questions asked throughout the chat. If you fail to respond, then it is assumed that you are not at your computer and not engaged in the content. You will be considered absent if you do not respond to the polls.

Academic Honesty

Academic honesty is expected in all coursework completed. Students are expected to complete all work independently, avoiding plagiarism and all forms of collaboration except for those explicitly stated as course requirements. Please note the University's Academic Dishonest policy, particularly the last paragraph outlining penalties for infractions, from the *Student Handbook*:

Academic Dishonesty

At a Christian liberal arts university committed to the pursuit of truth and understanding, any act of academic dishonesty is especially distressing and cannot be tolerated. In general, academic dishonesty involves the abuse and misuse of information or people to gain an undeserved academic advantage or evaluation. The common forms of academic dishonesty include:

- cheating - using deception in the taking of tests or the preparation of written work, using unauthorized materials, copying another person's work with or without consent, or assisting another in such activities;*
- lying - falsifying, fabricating, or forging information in either written or spoken presentations;*
- plagiarism - using the published writings, data, interpretations, or ideas of another without proper documentation.*

Episodes of academic dishonesty are reported to the Vice President for Academic Affairs. The potential penalty for academic dishonesty includes 1) a failing grade on a particular assignment, 2) a failing grade for the entire course, or 3) charges against the student with the appropriate disciplinary body.

Writing Expectations: Candidates will communicate in multiple ways throughout this course: in synchronous chats, discussion boards posts, email, and in the PD and strategy **PowerPoint** presentations. Clarity of expression and integration of evidence are necessary for effective communication and effective participation in this course. Planning and organization of ideas and concepts are required for the successful completion of the written and oral assignments.

Learning outcomes for candidates' writing competencies include clarity of thought, discernment in planning and organization, and integration of evidence and criteria.

Instructional Strategies: Candidates will be well versed in the 7 co-teaching strategies as well as other applicable strategies for teaching reading and writing.

Technology Outcomes: Candidates will be able to use various online resources to deliver effective literacy instruction. Since this is an online course, using an Internet browser, the course-specific software for online access to chats, the DISCUSS board, and to the DROPBOX are required. Both a University of the Cumberland's email address and a personal email address are required. In addition, using Microsoft **Word** is a requirement for the KTIP lesson plan templates. **PowerPoint** must be used to create the presentation. Other web sites, including Read-Write-Think and ERIC, are used for this class. Articles from the online databases at Hagan Memorial Library are also used to create assignments.

A microphone is useful for chats if you wish to participate fully. Please borrow one for your

presentations if you do not own one.

Plan of Evaluation:

See the Assignment Checklist at the end of this syllabus.

Grading Scale:

A=90-100% B=80-89% C=70-79% F=0-59%

Writing Expectations: Learning outcomes for candidates' writing competencies include clarity of thought, discernment in planning and organization, and integration of evidence and criteria.

The course schedule is tentative. Items are subject to change due to unforeseen circumstances.

ANY CHANGES that are made will be followed up with an email blast to all students in the class. Students are responsible for chat content whether present in chat or not; the online calendar is **NOT** used for this course.

Remember, the due dates are on the assignment checklist.

REOL 534 Week-by-Week Schedule

	Readings/Assignments/CHAT topics	Discussion Board	Drop Box
Week 1 July 3	Orientation to course topics, syllabus, Drop Box, announcements, introductions to each other. Reading Assignment: Gentry's Breaking the Code, Chapters 1-5 E-Mail Assignment: E-Mail your completed "Personal Introductions" document to: rhonda.baldwin@ucumberlands.edu (do not send through the online course shell email) Preparing for Upcoming Assignments: Preview Beatty text (at least Table of Contents) and consider three strategies you would like to implement with students.	"My Earliest Memories of Developmental Reading and Writing Activities" (If you do not remember much, supplement your memories with what you have observed in others.) Post responses to two classmates' Earliest Memories pieces. (Once two responses are posted, you must choose someone else.)	<ul style="list-style-type: none">Post your introduction grid in the Drop Box as an attachment only as a test, so that we can be certain we are using this vehicle well.
Week 2 July 10	Chat Discussion: Gentry: Chapters 1-5 Reading Assignment: Gentry's Breaking the Code, Chapters 6-10 *Beginning with Week 2, student should begin reading <i>7 Keys to Comprehension</i> . This book should be completely read and students should be prepared to discuss the content by August 7 th (week 7).		<ul style="list-style-type: none">Websites for Early/Emergent Literacy with a minimum of 15 sources. Write a 1-3 sentence annotation of each.

Week 3 July 17	Chat Discussion: Gentry: Chapters 6-10 Assignment: Locate and print and/or save the URL for the KTS and KCAS K-2 ELA Standards; and the IRA Standards for Reading Professionals. Familiarize yourself with the standards. *	.	<ul style="list-style-type: none"> Components of a model early literacy program (3-column Chart)
Week 4 July 24	Chat Discussion: Overview of KTS and review of KCAS / IRA standards Assignment: Review Beaty's 50 Standards Preparing for Upcoming Assignments: Begin selecting texts and resources for your lesson plan *	.	<ul style="list-style-type: none"> Align one grade level (K, 1, or 2) K\CAS ELA standards with the International Reading Association Standards for Reading Professionals [portfolio item].
Week 5 July 31	Chat Discussion: Beaty's <i>50 Early Childhood Literacy Standards</i> . *	Post your initial reflection on the Beaty book. Include how you expect to use the text in your teaching. Respond to two, as above.	<ul style="list-style-type: none"> Create a lesson plan that uses one strategy from the Beaty book and incorporates 3 separate texts of your choice. Include an original rubric as one assessment. Multiple days will be necessary for this lesson plan; 3 to 6 days' lessons of 30 – 45 minutes [portfolio item]
Week 6 August 7	Chat Discussion: <i>7 Keys to Comprehension</i> discussion. Preparing for Upcoming Assignments: The Final Reflection will be released this week.		<ul style="list-style-type: none"> Select one of the 7 Keys strategies and align 3 lessons from the 50 Strategies book with it. Describe the 7 Keys strategy and tell how it fits with the 3 50 Strategies. How do they complement each other? [portfolio item]
Week 7 August 14	Chat Discussion: <i>7 Keys to Comprehension</i> Respond to prompt of each with one teaching idea for developing that strategy.		<ul style="list-style-type: none"> ONLINE FIELD EXPERIENCE DUE https://ucmail.ucumberlands.edu/educationforms/ Final exam / reflection KTIP Observation Part 1 and 2: Field Experience
Week 8 August 21	Chat Discussion: Wrap-up and sharing		Course Evaluation

All files are due at 9:00 pm on the date indicated, unless otherwise noted.

Field Experience Hours ~ What counts and what does NOT count?

The definition of field experience from NCATE is:

Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to **observe** in schools, other agencies, tutor students, **participate** in education-related community events, **interact** with families of students, **attend** school board meetings, and **assist** teachers or other school professionals prior to clinical practice. It should reflect the unit's conceptual framework and help candidates continue to develop the content, professional and pedagogical knowledge, skills and professional dispositions delineated in standards.

Candidates in advanced programs for teachers participate in field experiences that require them to **apply course work** in classroom settings, **analyze** P-12 student learning, and **reflect** on their practice in the context of theories on teaching and learning. Candidates in programs for other school professionals participate in field experiences and clinical practice that require them to engage in structured activities related to the roles for which they are preparing. These activities involve the analysis of data, the use of technology and current research and the application of knowledge related to students, families, and communities.

NCATE Glossary definition below

<http://www.ncate.org/Standards/NCATEUnitStandards/NCATEGlossary/tabid/477/Default.aspx>

“Field Experiences. A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters.”

The following items count as field experience.

Direct classroom observation of a teacher teaching always counts as a field experience.

Direct instruction as a teacher or co-teacher always counts as a field experience.

Assisting a teacher or other school professional counts as a field experience.

Tutoring of students individually or in small groups would also count as a field experience. Note that the tutoring can occur in community centers or homeless shelters as well as in schools.

Time spent analyzing the learning of students and reflecting on your instruction “practice in the context of theories on teaching and learning” counts as a field experience.

Attending PTA or PTSO meetings or any other education-related community event would also count as a field experience.

Professional development activities, conference attendance, school-based council meetings, and interaction with families of students count as field experiences.

INTERVIEWS For an hour or two of the field experience requirements, you could interview 3 or more in-service teachers, the counselor, the school library media specialist, or administrators.

THIS IS NOT the same as the KTIP Observation Form for KTS that is part of the classroom observations for field experience. This is a separate interview of an in-service teacher or administrator.

You may attend school board meetings for field experience hours. Note the date, time, location, and agenda items on your time sheet.

What does NOT count:

Your time in constructing lesson plans does NOT count toward your field experience hours.

Your time visiting and volunteering in a classroom.

Your time teaching during school hours or after school hours for which you are paid. This is directly from the EPSB.

Candidates are required to have field experience hours at all levels of public education, K -12: elementary, middle, and secondary.

These activities are Kentucky School Code 16 KAR 5:040 and can be located at:

<http://www.lrc.state.ky.us/kar/016/005/040.htm>

University of the Cumberland

KTIP Implemented Lesson Plan Documentation for ENOL & REOL Courses Instructional Unit Lesson Plan and Teaching Experience Evaluation

This form is to be emailed to the course professor at: {PUT YOUR EMAIL ADDRESS HERE}

Name of Student: _____ Date: _____

Title of Lesson: _____ Evaluator: _____

Evaluator's email address: _____

School: _____ Grade: _____

KY/UC Standards		D	PD	ND
2	Is well planned, lesson objectives support Core Content, Program of Studies Academic Expectations, Kentucky Core Academic Standards and Kentucky 's Common Core and Quality Core			
2,4,5,7	Thoroughly disaggregates student, classroom, school and district <i>data</i> to prescribe effective instruction targeting strengthening student achievement and closing achievement gaps			
5	There is evidence of pre-, formative, summative and or self assessment in preparation for creating strategies and procedures for this lesson.			
2,4	Creates a logical lesson plan based on student needs			
1	Demonstrates a current and sufficient academic knowledge of targeted content areas to develop student knowledge and performance in those areas.			
1	Connects content to real world/life experiences			
1	Instructional Strategies are research based and appropriate for content and contribute to student learning.			
4	Teacher actively engages students in the lesson			
4	Time, space and materials are used effectively			
3	Teacher communicates high expectations and establishes a positive learning environment			
3,4,11,12	Student diversity is valued and individual needs, abilities, and learning styles are addressed			
6	Teacher uses technology/media effectively			
8,10	UC Pre-Service Teacher Candidate collaborates with and maintains a professional dialog with the Classroom Teacher of Record			
3,4	All materials and resources are prepared and well organized			
3,4	Uses correct grammar, articulates clearly, has legible handwriting and correct spelling			

Scale: D- Demonstrated; PD – Partially Demonstrated; ND – Not Demonstrated

Narrative Data From Classroom Teacher of Record

UC Teacher Candidate Strengths:

UC Teacher Candidate Areas for Growth:

Overall evaluation of the lesson: 92 – 100 = A
 82 - 91 = B
 72 - 81 = C

Comments:

Teacher of Record /Evaluator {ELECTRONIC} Signature:

Your signature verifies that the UC Teacher Candidate completed a 20 to 40-minute KTIP-lesson plan as part of his or her field experience in your classroom during the Fall 2012 Semester.

Thank you for your time, cooperation and collaboration with University of the Cumberland's Education Department and Teacher Candidates.

Assignment CHECKLIST for REOL 534

Summer 2012

All files are due at 9:00 pm on the date indicated below. Any file not uploaded to the correct location will be considered late. Files not named correctly will have points deducted.

	DUE DATES:	REOL 534: SUMMER II 2012	HOW TO SUBMIT	Pnts	Pnts
		Assignment Name:		Rc'd	Av'ble
Week 1:	July 7	Introduction: "My Earliest Memories..." 10 pts. Discussion Board Posting 10 pts. Response to Two Colleagues	DISCUSS		20
		Personal Introduction Grid Completed 5 pts. Dropbox 5 pts. Email: rhonda.baldwin@ucumberlands.edu	DROPBOX And E-MAIL		10
	July 3	Presence and Participation in Chat:			
Week 2:	July 14	Early/Emergent Websites with Annotation	DROPBOX		30
	July 10	Presence and Participation in Chat:			
Week 3:	July 21	Components of a Model Early Literacy Program	DISCUSS		30
	July 17	Presence and Participation in Chat:			
Week 4:	July 28	K/CAS ELA and IRA Reading Standards Alignment	DROPBOX		30
	July 24	Presence and Participation in Chat:			
Week 5:	August 4	Lesson Plan/Beaty Strategy/3 Texts/Rubric/3-6 Days	DROPBOX		60
	July 31	Presence and Participation in Chat:			
Week 6:	August 11	7 Keys... alignment with Beaty Strategies	DROPBOX		30
	August 7	Presence and Participation in Chat:			
Week 7:	8 - 12	KTIP Observation Guide for KTS Pt 1 & 2 Teacher Verification Form	DROPBOX		20
	8 - 12	ONLINE Field Experience documentation	Online		20
	8 - 12	Final reflection / EXAM	DROPBOX		50
	Aug 14	Presence and Participation in Chat:			
Week 8:	Aug 21	Presence and Participation in Chat: 3-2-1			
TOTAL POINTS AVAILABLE:					300